

Parallel Task – Linear Relations

Big Idea:

- Different representations of relationships that highlight different characteristics or behaviours and can serve different purposes.

Expectation:

- Model linear relationships using tables of values, graphs, and equations, through investigation using a variety of tools.

Lesson Goal:

- Students are able to determine an algebraic equation given a graphical or physical representation.

Background:

- Grade 8 Parallel Task which is geared for the Consolidation portion of a linear relations lesson.

Activity A



Which one of the following equations matches the pattern given above? Where T represents the total number of triangles and n represents the term number. Justify your choice.

$$T = 2n$$

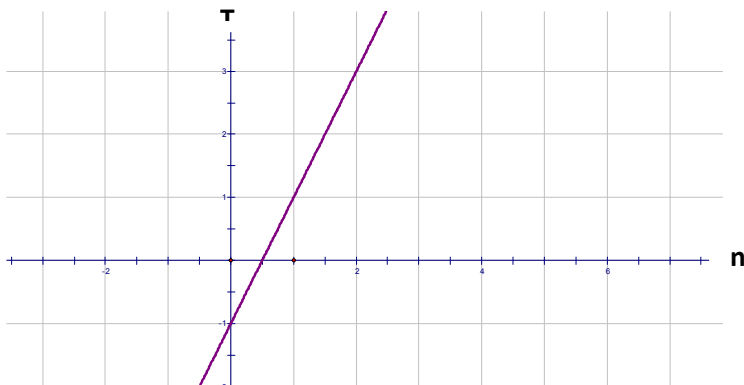
$$T = n - 1$$

$$T = 3n - 2$$

$$T = 2n - 1$$

1. Why did you pick your selected activity?
2. What were you looking for when you picked the algebraic model for your activity?
3. What role does the variable 'n' play in the linear equation that you chose and how does it relate to your situation?
4. Create a real-life application question that represents your algebraic model.

Activity B



Which one of the following equations matches the pattern given above? Justify your choice.

$$T = 2n$$

$$T = n - 1$$

$$T = 3n - 2$$

$$T = 2n - 1$$

1. Why did you pick your selected activity?
2. What were you looking for when you picked the algebraic model for your activity?
3. What role does the variable 'n' play in the linear equation that you chose and how does it relate to your situation?
4. Create a real-life application question that represents your algebraic model.